



Reading and Dyslexia Specialists, Tier III Intervention Teachers

A twelve-day professional learning course that trains instructors to work with students with dyslexia and related disorders. Through coursework in Basic Language Skills and intensive supervised practicum, participants learn how to plan, deliver, and measure instruction in phonemic awareness, decoding, fluency, oral language, comprehension, and composition for students with dyslexia and related disorders.

Instructor Knowledge and Skills

Neuhaus Learning Objectives	IDA Knowledge and Practice Standards
Explain the importance of an explicit, systematic approach to teaching the basic elements of the structure of the English language (e.g., phoneme, grapheme, digraph, diphthong, morpheme, syllable types, syllable division patterns).	1.1-1.6, 1.8, 1.9, 4A.1, 4A.2
Explain the importance of phonological awareness and its related components.	1.3, 4B.1-4B.4
Identify phonemes and graphemes in words.	4B.1-6, 4C.1, 4G.2
Categorize the phonemes of English.	4B.1
Categorize words according to the six syllable types of English orthography.	4C.1, 4C.7
Categorize words according to common syllable division patterns of English orthography.	4C.1, 4C.7
Explain the application of basic decoding concepts when encountering an unfamiliar word.	4C.1, 4C.2, 4C.6-4C.8, 4D.1
Demonstrate how to introduce sound-symbol correspondence and a pattern of the language and explain the rationale for each activity supporting decoding.	4A.1, 4A.2, 4B.1, 4B.3, 4B.4, 4B.6, 4C.1, 4C.3, 4C.4, 4C.7
Use Reading Practices to reinforce information about the structure of the English Language.	4B.5, 4C.3, 4C.6-4C.8, 4E.1, 4E.2, 4E.4, 4F.3
Explain the role of fluency and foundational skills, such as rapid naming activities, that are necessary for fluency to occur.	4C.5, 4C.8, 4D.1-4D.3
Design and Demonstrate a lesson to build fluency using repeated readings.	4D.1-4D.3
Define basic elements of comprehension (oral language/vocabulary, world knowledge, strategic thinking, and inference making).	4E.1-4E.3, 4F.1-4F.3, 4F.5



Neuhaus Learning Objectives (cont.)	IDA Knowledge and Practice Standards
Demonstrate a lesson that supports comprehension and state the rationale for each one supporting comprehension.	4E.1-4E.4, 4F.1, 4F.3, 4F.5
Describe the roles of phonological awareness, regular spelling patterns, reliable spelling rules, irregular words for spelling, and lesson planning in effective instruction.	4B.2, 4B.5, 4C.2-4C.4
Categorize spelling words as regular, rule, or irregular.	4C.4, 4C.5, 4G.3
Demonstrate an explicit introduction of a common spelling pattern using the S.O.S. procedure.	4A.2, 4C.4, 4C.5, 4G.3
Describe the role of direct instruction of teaching how to form letters.	4G.2
Identify books that build student vocabulary and world knowledge.	4E.2, 4E.4, 4F.1
Explain the domains of language that are necessary for proficient reading and writing.	4A.1, 4D.1, 4E.1, 4E.2
Articulate the tenets of the IDA definition of dyslexia and the components of the Texas Dyslexia Handbook.	2.1, 2.2
Explain how dyslexia is diagnosed and how it exists on a continuum of severity.	1.7, 1.8, 2.3, 2.4
Describe how symptoms of reading difficulty may change over time in response to development and instruction.	1.4, 1.6-1.8, 2.5, 4A.1, 4A.3
Utilize Mastery Checks to inform the pacing and type of instruction.	3.5, 3.6
Design and Demonstrate a complete Basic Language Skills lesson.	4A.1-4A.3, 4C.2, 4C.4

Student Knowledge and Skills

If an Instructor successfully masters the Learning Objectives and utilizes Basic Language Skills with skill and fidelity, instruction will meet the following student knowledge and skill needs:

Grade	TEKS	COMMON CORE
Kindergarten	1.A, C; 2.A(i,ii,iii,iv,vi,vii,viii,iv,x),B-E;3.C 5.A,C-G 6.A,C,D,F 7.A-D;8.A	RL.K.1-3;4-6;7-9 RI.K.1-3;4-6;7,8 L.K.1a,2c,d;5a,b,c
First	1.A,C;2.A-F;3.C,D 6.A,C-G 7.A,C,D,F 7.A,C,D, F;8.A-D;9.A 11.B(i,ii),C,D(i,viii,ix,x)	RL.1.1-3;5,6;7,9 RI.1.1-3;4-5;7,8 SL.1.1-3;4,6 L.1.1a;5a,b,c



Standards Alignment

Basic Language Skills - Introduction (Level 1)

Grade (cont.)	TEKS	COMMON CORE
Second	1.A,C;2.A,B(i,iii,iv,v,vi*,vii),C(i,iii,iv,v,vi),D-E;3.C,D;4.A 6.A-I 7.A,C,D,F 8.A-D;9.A,B,D(i,ii) 11.B(i,ii),C,D(i,ix,x,xi) *inflectional endings only	RL.2.1-3;5;7 RF.2.3 SL.2.1-3;4,6 L.2.5a
Third	1.A,C;2.A,B(i,iii,iv,v,vi,vii),D;3.C,D;4.A 6.A-I 7.A,C,D,F,G 8.A-D;9.A,B,D.(i,ii) 11.B(i,ii),C, D(i,ix,x,xi);12.A	RL.3.1-3, 9 RI.3.1-2;3,5;7,8 RF.3.3 SL.3.1b,c;3;4,6 L.3.1a,b,e;2a,d,f;4b,c
Fourth	1.A,C; 2.A, 2.B(i,iii,iv,v,vi);2.C;3.C,D;4.A 6.A-I 7.A,C,D,F,G 8.A-D; 9.A, B, D(i,ii) 11.B (i,ii),C, D(i,ix,x,xi);12.A	RL.4.1-3;9 RI.4.1-3;5;7,8 RF.4.3 SL.4.1b,c;3;4 L.4.1e,2a;4b;5a,c
Fifth	1.A,C;2.A-C;3.C;4.A 6.A-I 7.A,C,D,F,G 8.A-D; 9.A,B,D(i,ii) 11.B(i,ii),C, D(i,ix,x,xi);12.A	RL.5.1-3;4;9 RI.5.1-2;8 RF.5.3 SL.5.1b,c L.5.4b,5a